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STATE NORMAL SCHOOL

GENESEO, N. Y.

CIRCULAR OF GENERAL INFORMATION
AND COURSES OF STUDY

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1920 - 1921

Republican Print, Geneseo, N. Y.

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OUR BLUNDER

We write of life with clever imagery ;
We play with life a hundred childish ways ;
We rail at life—then graciously forgive it ;
We wonder, theorize, discuss, decry,
We weigh it ; and we question if it pays—
But rare indeed are moments when we live it.

—Boutelle.

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CALENDAR

1920

Wednesday, September 8th, Normal Department opens.

Thursday, September 9th, Training School opens.

Wednesday, November 25th, Thanksgiving recess.

Friday, December 23rd, Christmas recess begins.

1921

Tuesday, January 4th, Christmas recess ends.

Wednesday, February 2nd, Second semester begins.

Easter recess of about one week.

Friday, June 24th, Commencement.

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GENERAL INFORMATION

HISTORICAL SKETCH

The Geneseo State Normal School was established by act of the legislature of 1867 and organized September 13th, 1871. The original cost of building and grounds was $88,000.00, $60,000.00 being the gift of the town of Geneseo, $10,000.00 the proceeds of a school fund established by James Wadsworth and $18,000.00 an appropriation by the state. Appropriations for additions to building and grounds since 1867 are as follows: In 1875-76, $25,000.00 for Normal Hall; in 1886, $10,000 for the Training School; in 1895, $75,000.00 for gymnasium and science hall; in 1897, $12,000.00 for Kelsey Field; in 1903, $25,000.00 for library plant and swimming pool; in 1907, $16,000.00 for addition to library plant; in 1917, $80,000.00 for addition to Training School plant; in 1919, $60,000 for heating plant. As other appropriations, for alterations and improvements received from the state during the past ten years amount to about $50,000.00, the total cost to date of buildings and grounds is approximately $441,000.00.

LOCATION

The Geneseo State Normal School is located in the beautiful village of Geneseo, delightfully situated in the Valley of the Genesee, fifty minutes by limited train and sixty-five minutes by trolley over the Erie lines from Rochester. The village commands a magnificent view of the surrounding country, while its high elevation, superior drainage, splendid water supply and excellent sewerage combine to make it one of the most healthful as well as beautiful villages to be found in New York State. The location of the school is therefore ideal, combining as it does the opportunities of the large city with the health and quiet of the country.

ACCESSIBILITY

Geneseo is one of the most easily accessible villages of the

State. Students from Hornell and vicinity reach Geneseo by way of the Shawmut to Wayland, Lackawanna to Mt. Morris, and thence by trolley to Geneseo. Students from Attica and vicinity, Corning and Elmira and vicinity, over the Erie lines, should change to the trolley at Avon. Students from all points east or west of Rochester and in the vicinity of Rochester can reach Geneseo either by trolley or steam trains, twenty-one of which are operated daily between Rochester and Mt. Morris. Students from points on the Lackawanna railroad and the Rochester division of the Pennsylvania railroad should take the trolley at Mt. Morris.

BUILDING AND GROUNDS

The school occupies a brick building four stories in height with a frontage of 300 feet and an extreme depth of 350 feet with ample accommodations for all departments. This is especially true of the Department of Home Economics which occupies a seven room suite on the fourth floor completely furnished and equipped; the Department of Physical Training with large gymnasium, locker rooms, shower room and swimming pool 20 feet by 50 feet; and the Library Department with its beautiful main room 40 feet by 100 feet and children's room, offices and class room adjacent.

The addition for which the legislature recently appropriated $80,000.00, will care for the Kindergarten Department, the Manual Training Department and part of the Training School Department. It is to be three stories in height and of the same general construction as the main building.

The grounds comprise about ten acres, those at the rear of the main building being used as a playground and Kelsey Field for strictly athletic purposes.

THE NURSING HOME

The Nursing Home is the gift of Mrs. W. Austin Wadsworth to the professional students of the Normal School. Some idea of its need and worth may be gained from the fact that since March 9th, 1915, the date of its opening, it has admitted *five hundred sixty-eight patients.* This number does not include those who have called at the Home for treatment, dressings and advice, but who have not remained the length of time required for registration.

The Home is in charge of a matron, and a graduate nurse is in constant attendance. Students temporarily incapacitated for

work due to sudden illness or accident, also those who are in need of rest and special treatment for a few days, are welcomed to the Home and receive the best of care while still continuing their work in class.

Mrs. Wadsworth has equipped the Home with the most approved facilities for the proper care of its patients. It is heated throughout with hot water, and besides its two splendidly equipped wards and two emergency rooms has a sun room for day use which at night is used as an out door sleeping porch.

It is believed that Mrs. Wadsworth, in the Nursing Home, has conferred upon the students of the Normal School not only a gift unique in the history of State Normal Schools but one that will direct more sharply the attention of the state generally to the physical needs of those who are to teach boys and girls how to live as well as how to think. Words fail to express to Mrs. Wadsworth the gratitude of the students of the Geneseo State Normal School for her splendid gift to them.

The Home was purchased, equipped and is maintained at Mrs. Wadsworth's private expense and is *free* to all students of professional courses.

COST OF EDUCATION

Tuition

Tuition and the use of text books are free to students in the professional courses.

Cost of Board and Room

Table board at the clubs maintained by the students, averaged to date this year $4.59 per week, the highest being $5.00 per week, and the lowest $4.19. Furnished rooms, heated and lighted, cost $1.25 and $1.50 per week, two in a room.

Students who are strangers to Geneseo often find it to their advantage to write to the secretary of the Normal School before engaging either board or room.

After engaging board and rooms students are not expected to change for at least ten weeks except by permission of the Dean of Women.

Other Expenses

All students are expected to provide a gymnasium costume consisting of one pair of black bloomers, two white middy blouses and one pair of dancing slippers. This outfit may be secured at entrance if desired. Other expenses, for strictly school purposes, need not exceed $10.00 per year.

Total Expenses

The total yearly expenses are very small considering the nature of the accommodations available. The minimum for the current year will be about $230.00.

Student Employment

A number of students find employment each year in the homes of Geneseo and in the student clubs and are thus able to pay a part or all of their expenses. The past year a large number have found employment in the Geneseo Jam Kitchen located on Main Street, where they work by the piece or hour. The Normal School will be pleased to assist where possible in obtaining employment through a committee appointed for the purpose. All inquiries should be addressed to the Secretary.

STUDENT LOAN FUND AND TEMPLE HILL FUND

These two funds amounting to several hundred dollars are at the disposal of deserving students who might either be obliged to leave school or unable to enter. All amounts loaned from these funds are to be paid back, *without interest*, as soon as possible after the student is in possession of an income. All inquiries concerning loans from these funds should be addressed to the Principal.

THE SCHOOL YEAR

Regular Session

The regular session, 1920-1921, will open on Wednesday, September 8th, 1920. The first semester will close on Tuesday, Feb. 1st and the second semester on Friday, June 17th. It is important that every student be present promptly at the beginning of each semester, located and ready for work.

Admission

Students are regularly admitted at the beginning of a semester; at other times by permission of the Principal.

Program

The daily program is arranged to meet the requirements of all entering students whether at the beginning of the first or of the second semesters.

In program-making, special consideration is shown students who have credit for work completed at a Summer Session; but attendance for at least *one regular session* is required of all candidates for graduation.

SUMMER SESSION

The Summer Session of 1920 will open on Monday, July 5th, and close on Friday, August 13th. Monday will be devoted to registration and program-making; regular work will begin Tuesday morning.

The daily program of the summer session is so arranged that students entering in September, February or July may continue work throughout the year and receive credit for all work completed. However, credit toward a diploma at a summer session is optional with the student.

A circular giving full information concerning the Summer Session will be sent on request.

AIM OF THE GENESEO STATE NORMAL SCHOOL

The aim of the Normal School is not only to make the student proficient in the art and science of teaching but to create and develop right ethical and social ideals. The prospective teacher must learn not only how best to present subject matter to the child but also that power acquired day by day is to be held in trust for humanity; that the only noble use to which it can be put is in lifting society to higher and yet higher planes of living; that he who uses power for any other purpose trespasses upon society and becomes a social bandit.

To make this aim living and real, the student at Geneseo is influenced both by precept and example to regard the school as a family whose members, although having individual interests and obligations, depend for the success of each and all upon the unselfishness, loyalty and earnest cooperation of both faculty and student body.

STUDENT LIFE

What Geneseo desires for every student is a rounded and developed personality. Because health is considered the foundation for everything else, the plan of regular study hours is recognized. The dean, the head of the department of health and hygiene, and the nurse in charge of the Elizabeth Wadsworth Nursing Home cooperate to produce a high standard of health. Beside regular physical training there is provision for tennis, basket-ball, swimming lessons and tobogganing.

Certain restrictions are considered essential for the general welfare of the school and the rational life of the individual. *The good order of the school is secured, however, not through repression but through the cooperation of a loyal group of students.*

Each young woman is under the supervision of a teacher, styled "house-mother", who acts as an advisor on matters relating to school and social life. The dean has general supervision of the life of the young women of the school and may be consulted freely on any subject concerning which they need advice. The principal, too, is most accessible and endeavors to have, as far as possible, a detailed knowledge of every student. In fact, every thing is done in the Geneseo Normal to know the group as individuals and to create an atmosphere of helpfulness.

To give prospective teachers a view of life from many angles is as important as to instruct them in subject-matter. To this end, the faculty bring to Geneseo lecturers, musicians and readers of national reputation. The standards of social usage are taught by means of specific talks, laboratory teas and luncheons.

Special care is taken to make recreation democratic and interesting. Informal and formal dances, recreation periods, teas and plays constitute a sufficiently full and varied social life.

With the many opportunities which the school furnishes for large physical, social and mental enjoyments, it is possible when students are earne t to send them out not only equipped to teach but inspired to study indefinitely the fine art of living and serving.

STUDENT ACTIVITIES

The Student Association

The students of the Normal maintain an association for the purpose of discussing in open forum student problems and matters of literary and civic value.

The association meets every Tuesday morning with the officers of the association in charge.

Athletic Association

An athletic association is maintained by the student body and through its several officers has general control of all athletic sports such as baseball, basket ball, tobogganing and tennis.

Literary Societies

There are six Literary Societies: Delphic, Clionian, Phi Alpha, Agonian, Arethusa and Alpha Delta, which hold semi-monthly meetings for debate and general literary culture. The Clionian, Agonian, Arethusa and Alpha Delta are for women; and the Delphic and Phi Alpha are for men.

Lectures and Concerts

The school maintains a course of lectures and concerts each year for the benefit of the students. Besides the entertainments at the Normal, parties of students, chaperoned by a member of the faculty, attend the best concerts and entertainments in Rochester.

POSITIONS FOR GRADUATES

While the faculty wishes it to be distinctly understood that it offers no guarantee of a position to the members of its graduating classes, the records of the Normal show that students who can be fully recommended secure positions to teach before graduation at salaries varying from $800.00 to $1,500.00 per year.

SPECIAL INFORMATION, CORRESPONDENCE, ETC.

Correspondence with those candidates who wish special information concerning any matters not fully explained in this catalogue is invited, especially with those who are more mature and whose qualifications do not conform to the regular entrance requirements for admission. All such communications should be addressed to the Principal, who will give to each careful consideration.

REQUIREMENTS FOR ADMISSION

AGE

Candidates must be at least sixteen years of age.

SCHOLARSHIP

A candidate for admission to the elementary teachers course, kindergarten-primary course, kindergarten course, rural school course, domestic science and domestic arts courses, manual arts course, commercial course, teacher-librarian course, special drawing course or special music course in a State normal school, must present either (a) Regents academic diploma or (b) evidence of graduation from a four year high school course approved by the President of the University. A candidate for admission to any other special course in a State normal school must present such evidence of education and experience as shall satisfy the President of the University that such candidate is competent to enter upon the work of such course.

Admission on condition. A candidate, twenty-one years of age, who has had two years of high school work or its equivalent and in addition thereto has taught two years will be admitted to the normal school with the understanding that he must complete the minimum high school course in addition to the professional course before he shall be graduated.

ADMISSION TO ADVANCED STANDING

1. A graduate of a training class who entered the class upon a high school diploma and who has taught one year since graduation from the training class, may complete the professional course in the Normal School in one year if he possesses the required aptitude for training.

2. Holders of first grade certificates.—Those who hold first grade certificates may be graduated in one and one-half years provided they possess the necessary aptitude for study and training.

3. Holders of life State certificates.—Those holding the life State certificate may be graduated in one year.

4. Students who have registered in college.—Those who have completed one year's work in an approved college may be graduated in one year.

5. College graduates.—Any pupil who shall possess at entrance a diploma from a college or university recognized by the State Education Department, or a State certificate may, at the discretion of the faculty of a normal school, be graduated at the end of one year's attendance. The Principal will give such value to such diplomas or certificates as he deems proper. He may at any time require a student who is notably deficient in subject matter to make up such deficiency before pursuing further his normal course.

6. Holders of rural school renewable certificates.—Candidates holding rural school renewable certificates may complete the normal school course in one and one-half years.

SPECIAL CLASSES

At the Geneseo Normal a class is organized in September of each year for college and training class graduates who are thus given the fullest opportunity to do such broad and intensive work in professional subjects as their experience in teaching, superior educational advantages, and maturity demand. Their chances of completing the course in one year under such conditions are excellent.

At the Geneseo Normal special provision is also made for students who enter "on condition." Students of this group consult immediately upon entering school with the Principal who arranges programs to meet individual needs. Many of these students who are twenty-one years of age, on account of maturity and successful experience in teaching, are capable of carrying heavy programs. This they may be permitted to do with the consent of the faculty and thus be enabled to complete their course in the shortest time consistent with thorough work. Their program calls for work with both school and professional classes.

APPOINTMENT OF STUDENTS

A person desiring to enter the Geneseo State Normal School should write to the Principal of the school or to the Education Department for an application blank. This blank should be filled in and mailed as directed. On its receipt the applicant will be notified immediately concerning the subjects (if any) in which he is conditioned.

COURSES OF STUDY

There are three general professional courses of study prescribed by the Commissioner of Education for the Geneseo State Normal School and one special course. Each of these courses covers a period of two years. These courses are:

1. Elementary teachers' course.
2. Kindergarten-primary course.
3. Kindergarten course.
4. Course for teacher-librarians.

The elementary teachers' course prepares teachers for the grades of the elementary schools of the State. The diploma issued to a graduate of this course is a life license to teach in the elementary schools of the State without further examination.

The kindergarten-primary course prepares teachers for the kindergarten and the first six years of the elementary schools. Graduates of this course receive a diploma which is a license to teach for life in any kindergarten in the State or in the first six grades in any public school in the State without further examination.

The kindergarten course prepares teachers for the kindergarten and a graduate of such course receives a diploma which is a license to teach for life in any public kindergarten in the State without further examination.

These courses include the following subjects and the figures following each subject indicate the number of recitations required in such subject:

ELEMENTARY TEACHERS' COURSE

	Periods
Psychology	100
Principles and history of education	100
Methods of language, grammar and composition	100
Methods of literature (optional)	100
School economy	40
Methods of vocal music	120
Methods of arithmetic and algebra	120

	Periods
Methods of American history	80
Methods of drawing and elementary handwork	160
Logic	80
Methods of Latin (optional)	100
Methods of geography	100
Methods of primary reading, spelling and phonics	100
Methods of nature study and methods of elementary science	100
Methods of manual training or household arts	160
Penmanship	40
Methods of physical training	120
Observation and practice	600

KINDERGARTEN-PRIMARY COURSE

Psychology	100
Principles and history of education	100
Methods of vocal music	60
Methods of arithmetic	80
Methods of United States history	40
Methods of drawing and handwork	160
Logic	80
Methods of geography	100
Methods of reading, spelling, phonics, language	100
Methods of nature study and elementary science	100
Methods of penmanship	40
Methods of physical training	120
English voice training, children's literature, story-telling	100
Songs and games	100
Mother play, gifts, occupations	160
Program of kindergarten procedure	40
Observation and practice	580

KINDERGARTEN COURSE

Logic	80
English, reading, spelling, phonics and voice training	80
Elementary science and nature study	200
Drawing	140
Penmanship	40
Physical training	120
Music	40
Psychology	100
History of education	100
English—voice training, children's literature, story-telling	120
Songs and games	120
Mother play, gifts and occupations	180
Principles of education with special reference to kindergarten	60
Program of kindergarten procedure	60
Observation and practice	560

KINDERGARTEN-PRIMARY DIPLOMA

Students who shall complete the kindergarten course and who shall then complete the methods of grammar and compo-

sition, arithmetic, American history, geography, with training and teaching of the regular normal course, will receive diplomas licensing them to teach in both kindergarten and elementary schools.

TEACHER-LIBRARIAN COURSE

An elective teacher-librarian course of two years is offered to a small group of students. The aim is to prepare students to teach in the upper grades and to take charge of the school library. The graduates of this course receive a diploma which is a life license to teach in any public elementary school in the State.

Admission to this course shall be on the completion of an approved high school course which shall also include four years of high school English.

COURSE OF STUDY

	Periods
Psychology	100
History and principles of education	100
Methods of literature	200
Methods of grammar and composition	100
Methods of American history	80
Methods of science	100
Methods of music	120
Methods of drawing	160
Methods of arithmetic	80
Administration of a small school library; cataloging; classification; book selection; reference; mechanical processes	170
Selection of children's books; library hour; story hour	60
Practice work: Library lessons in grades and in high school; practice in all library processes	180
Teaching and observation	400
Methods in sewing	40
Methods in physical training	120
Methods in geography	50

ELECTIVE COURSES

Advanced literature (Literary forms)	60
Methods in algebra and advanced arithmetic	60

ADDITIONAL COURSES

Domestic art and science, and manual training are taught in connection with the general professional courses but no special courses leading to a diploma are offered in these subjects at the Geneseo Normal.

THE TRAINING SCHOOL

The Training School of the State Normal School at Geneseo comprised originally the Kindergarten and eight grades located in the Normal School building. Due to the rapid increase in attendance, in February, 1915, the Pestalozzi-Froebel House on Court Street was added to the training department and in January, 1918, through the cooperation of the trustees of District No. 5, and the citizens of Geneseo, the Union School located on Center Street, became a permanent part of the Training School. Now that all of the schools of the village of Geneseo are under the direct supervision of the Normal, the Training School offers unexcelled advantages.

The pedagogy of the class room is made to function directly with the work of the Training School. Frequent meetings of the critics and model teachers with the supervisor of practice and the heads of departments produce an intelligent and earnest cooperation, affording the student-teacher the opportunity to put into actual practice the principles of education which have been emphasized throughout the entire course of study, to gain thereby a very practical knowledge of the theory and art of teaching and to acquire that confidence and judgment which come from actual class-room experiences.

Not only is a high standard of intellectual attainment maintained throughout the Training School, but development along ethical and social lines forms a vital part of the work. To develop personality, individuality and initiative, to train children to think and act independently, to establish ideals of service, is to lay the foundation for good citizenship. In order that these ideals may be realized the teacher-in-training is made to feel, so far as is humanly possible, that the school is pre-eminently a social institution whose success in all its activities is dependent upon the intelligent, faithful and loyal cooperation of both teacher and student. Therefore the student-teacher is required not only to present subject-matter clearly and accurately but to take an active interest in the problems relating to the life and general welfare of the child as a social factor.

Thus does the Training School of the Geneseo State Normal School, in its organization, discipline, curriculum and methods of teaching, strive continually to emphasize not only the principles of education but the fundamental truths on which all right thinking and right living rest.

OUTLINE OF COURSES OF STUDY BY DEPARTMENTS

DEPARTMENT OF EDUCATION

Educational Psychology

The aim of the course in educational psychology is to develop in the teacher the right attitude toward the problems of education by familiarity with those phases of genetic and functional psychology as will give him ability in developing the personality of each child. This means that the teacher will be trained into the means of knowing the children who are before him in his classes, those phases of racial experience that have educational value for these children, and that he will from these be able to fit the experience to the child in the true educative process.

The method is through lecture, experiment, demonstration, introspection, development and reading.

History of Education

The aim of the course is to get the teacher into the proper attitude toward ideas, forces and practices that have been at work in different ages among civilizations most fundamentally contributing to our present life; at least in so far as they have some relation to the school and its problems and determine the spirit of the teacher in relation to the present educational age.

School Economy

This is a course touching the school and its problems and is arranged to correlate the work of the training school with class-room work in a manner to make the teacher proficient in practical execution of education. In short, its primary aim is to place the teacher in possession of all forces which have to do with making an efficient school. Incidentally it should inspire him to become a real teacher working in harmony with his profession and the community to make life better than it is today;

and to develop in him a hunger to know current educational literature.

Observation

The course in observation follows rather closely that in psychology with which it is intended to be correlated. It has the same aim as does the course in psychology with the hope of definite illustrations from school processes and school life. The student carries back from observation into psychology problems with which the latter deals as a means of developing the spirit of the professional learner in the would-be teacher as well as getting him in love with the child. The student is given a new approach to observation each week during the half year of its progress by a carefully prepared syllabus which he follows when assigned to a regular grade in the practice school where he studies the children at work under the guidance of a skilled teacher doing the normal work of the grade. He presents regular written reports and meets with the director of observation at stated intervals for discussion.

DEPARTMENT OF ENGLISH

English

Grammar.—Text: Kittredge and Farley. The principles of English Grammar are reviewed and the students are trained to use their knowledge in relation to effective language work. This course is directly related to the elementary school and its problems through observation lessons in the practice school. These lessons are taught by the critic in charge of a grade and directed and discussed by the methods teachers. Text books suitable for use in the grades are examined.

Composition.—The aim of this course is to set forth the principles by which effectiveness in speaking and writing may best be developed in the elementary school. Current practice in the teaching of composition in the light of present theories of education is reviewed. This work is carefully related to the student's own needs, immediate and future, as a social being.

Elective Composition.—This course is especially adapted to students who are to do departmental English work in the junior high school. It is suggestive in dealing with the composition problems of the sixth, seventh and eighth grades. No credit is given for this course.

Observation classes in the practice school are conducted in connection with both composition courses.

Literature I.

Methods are given in the teaching of poems and prose suited to the sixth, seventh and eighth grades. Norse, Greek and Roman Mythology is taught to furnish a background for the teaching of myths in the grades.

Literature II.

Drama: Hamlet. Poetry: Burns, Wordsworth, Shelley, Keats, Byron, Browning, Arnold. There is some discussion of the teaching of literature in the grades.

Literature III.

Literary Forms.—The essay, the short story, the novel, the drama and lyric poetry are studied. There is special attention to contemporary literature illustrating these forms.

Literature IV.

Fall term.—Social Ideals in American Literature. This course aims to study in a series of social documents with literary value the awakening of social consciousness and to find in the literature of the day some of the practical problems of democracy confronting us.

Spring term.—King Lear. Methods are given in the teaching of the poems and prose suited to the sixth, seventh and eighth grades.

Literature V.

Children's Literature. Grades 1-6.—This course is intended to supplement the work in Reading and Language. Topics: The educational value of the best literature for children; the child's reading interests at different stages of his development; a study of types of literature, including basic myths and folk tales, from which standard children's stories and rhymes have been largely derived, wonder tales, fiction, primitive life and adventure, poems and nature stories; comparison, selection and adaption of stories; practical experience in story telling and dramatization.

Reading, Phonics, Spelling and Language

In this course the following topics are discussed:

Reading.—Children's interests and needs; the meaning of reading; history and methods of teaching reading; the problem of the primary; oral and silent reading, the place and purpose of each; a review and comparison of text books; the library and the reading problem.

Phonics and Spelling.—Methods in word study and the use of the dictionary.

Language.—Aims and ideals of language study; the place and value of oral work, its relation to reading and other subjects of the curriculum; conversational lessons; picture study; reproduction of stories; original stories; the study and memorizing of poems; first written work.

Emphasis is placed upon the selection and adaptation of suitable seat work for all primary grades.

Throughout the course opportunity is offered in the demonstration school for the observation and discussion of type lessons, thus correlating theory and practice.

LIBRARY DEPARTMENT

The library is one of the best equipped school libraries in the country. Not only is it thoroughly organized and catalogued and well supplied with reference books and periodicals, but two new rooms recently completed, together with the large, attractive main library, furnish a set of rooms splendidly adapted to the varied needs of a normal school library. The children's room opening from one end of the main library has been made attractive with a fireplace, window seats and many beautiful books and pictures for children. This is used for the Library Hour, the Story Hour, and also by student teachers who are encouraged to browse among the children's books as often as possible. The third room, a socialized class-room, gives an opportunity for exhibits of various kinds, and furnishes an informal class room for recitation work, lessons in library technique, or any other lesson which requires library material.

Library Technique

General course in library technique,—required of all professional students. The aim of this course is to teach students how to use a library intelligently and how to find material quickly for themselves. The first lessons are devoted to a study of the arrangement of the books in our library and the location of special collections and files,—the children's books, the picture file, the pamphlets, the clippings file, etc. This is followed by a study of reference books, both general and special, and of library indexes especially valuable to teachers. The remaining lessons consist in teaching students how to collect material on any given subject and how to make a bibliography of the material collected.

Library Lessons In The Grades

Library lessons for the children in the grades include the following: Children of the first three grades learn how to handle books properly and how to draw books from the public library. The fourth and fifth grade children are taught the use of the dictionary as a reference book; how to use general encyclopedias; how to use the index and table of contents of a book. Sixth grade children learn the ten main divisions of the classification in non-technical language; how to locate books in the library by use of the card catalogue. Seventh grade children review the use of the card catalog and have simple lessons on finding material by use of the Readers' guide. Eighth grade children learn how to use reference books in their history and literature work and review the use of the card catalog and Readers' Guide.

Bulletin Boards

The chief function of the modern school library is to serve every department in the school. This idea is carried out in part by the use of bulletin boards and reading tables. Subjects of general appeal are given publicity in the corridor leading into the main library. A news bulletin, changed daily, a pictorial current events bulletin, changed weekly, and others give the students an opportunity to keep in touch and in sympathy with the outside world. Department bulletin boards and reading tables are located in the library and are changed from week to week. The following departments have been served during the year,—Kindergarten, Art, Music, Literature, Education, Nature study, Household arts, and History, thus helping to carry out the motto of the library, to serve all.

Practice Work

Junior librarians have practice in all the mechanical processes of preparing a book for the shelves, charging books, mending books, reading the shelves and keeping the library in order.

Senior librarians have practice in reference problems; preparing magazine reading lists for the bulletin boards and tables which are changed weekly; conducting the story hour, taking charge of the library hour for children; selecting, arranging and classifying pictures for the picture collection; preparing books for the bindery; taking inventory; taking charge of the desk, etc.

Work with the Training School—Library Hour

Each grade in the Training School comes to the library once

DAILY PROGRAM
SUMMER SESSION
1921

1. Go to the Gymnasium immediately after the Assembly, or at 10:30 A. M., for registration, Tuesday, July 5.
2. Select your courses with great care, laying a permanent foundation, for you will want Normal credit.
3. If you are disappointed that the Special Normal Life Certificate has been discontinued, plan for a State Normal School Diploma, for it is within your reach.

PLEASE NOTE

1. That Wednesday morning, July 6, at 7:30 o'clock, all students will meet in Normal Hall.
2. That Wednesday morning, at 7:45 o'clock, all students will report to classes as scheduled.
3. That for board and room you will please consult the Secretary at the General Office.

REGULATIONS GOVERNING STUDENT LIFE IN SUMMER SESSION

1. Motoring or driving after 8 o'clock, P. M., without a chaperone approved by the Chairman of the Faculty Committee is not permitted.
2. Students on Friday evenings are to be in their respective homes in Geneseo not later than 11:30 o'clock; on Saturday and Sunday evenings and to attend entertainments Chautauqua Week, not later than 10:30 o'clock; and on other evenings not later than 9:15 o'clock.
3. Students are not permitted to leave Geneseo without permission except to go home over week ends.
4. Students will not be permitted to attend out of town dances.
5. For special permissions, or when in doubt, consult the Dean of Women, Miss Anne S. Blake, No. 44 Second Street; Telephone number, 135-W.

The Library Hours are as follows:

Monday to Friday, inclusive,—
Mornings, 7:30 to 12:30 o'clock;
Afternoons, 2:00 to 5:00 o'clock;
Evenings, 6:45 to 8:45 o'clock.

DAILY P

7:45—8:30	Room	8:30—9:15	Room	9:15—10:00	Room
Arithmetic I	3	Composition	4	Grammar	12
American History I	2	Literature IV	1		
History of Education I	8	Rural School Administration		Nature Study I	18
Geography II	Sc.H.	Geography I	Sc H.	Reading II	7
Mechanical Drawing		History of Education II	8	Psychology II	8
		Junior High Mathematics	11	Drawing IV	5
Drawing II	5	Drawing I	5	Literature I	1
Lecture Library Economy		Penmanship		Reading I	3
Nature Study I	18	Printing		Music I	9
Physical Training		Physical Training		Physical Training	
Reading II	4	Arithmetic I		Reading I	
		Kindergarten Principles			

EXPLANT

1. "I" indicates, in general, that the class will cover the work of the first quarter, regular session.
2. "II" indicates, in general, that the class will cover the work of the second quarter, regular session.
3. "Normal Credit" is credit toward a Normal Diploma; and "Rural Credit" is credit toward an Academic Certificate but can not apply on a Normal Diploma.

OGRAM

00—10:45	Room	10:45 11:00	11:00—11:45	Room	11:45—12:30	Room
Music III	9		Nature Study II	~~Sc.H.~~ 18	American History II	2
iterature III	1				Kindergarten Story Telling	
Number	7		Literature II	1	Grammar	12
ychology I	8	INTERMISSION	Reading I	7	Drawing III	
Reading I	4		Rural School Administration			
rithmetic I	3		Arithmetic II	11		
Nature Study II	18		Music II	9	Lecture Library Economy X	
Lecture Library Economy Y			Geography I +	Sc.H.	Nature Study III	18
Manual Training			Manual Training		Manual Training	
dergarten Child Study						
ithmetic II	14				Geography II X	Sc.H.

TIONS

4. Satisfactory completion of parts I and II of a subject is credit for the entire subject except in such cases as mentioned under section "Please read carefully," paragraph 2.

5. Candidates for a Normal Diploma who expect to attend the regular session for less than a year should secure credits during summer sessions in parts I and II of Vocal Music and Drawing and one course in Physical Training.

PLEASE READ CAREFULLY

For convenience in rating, students are classified as follows:

1. **Those working for an Academic Certificate.**
   The candidate must hold (a) a Regents Academic Diploma or graduation from an approved course in an accredited high school and (b) secure Rural Credit in at least four subjects, two of which must be Rural School Administration and Physical Training.

2. **Those working for Normal Credit, i. e., for graduation from a Normal School.**
   The candidate is expected to elect both parts of the subject. For example, get credit in Nature Study by electing parts I and II this summer, or in Arithmetic parts I and II, etc. This regulation applies to all subjects except Vocal Music, Drawing, Physical Education, Kindergarten subjects and the Special Courses. Psychology should precede History of Education and may be pursued by those who have attended one previous summer session.

3. **The Special Normal Life Certificate.**
   Candidates must complete in three summer sessions, or by August, 1923. No new candidates will be registered in this course. The subjects required are Methods in Arithmetic, Drawing, Music, Nature Study, Language, Grammar and Composition, Literature, each two summers. In addition to the above, candidates must elect from the Elementary Teachers' Course the equivalent of two subjects for each of the four summer sessions required to earn the Certificate.

4. **Those pursuing Advanced or Special Courses.**
   Special consideration will be shown students of this group both in the selection of subjects and their presentation in class work.

   NOTE—Candidates electing the course for mentally deficient children should arrange their program personally with the head of the department, Dr. Bucke; those electing the Library Course, with the head of the department, Miss Richardson.

a week for the period which is called the "library hour." During the hour stories may be told, book talks given, stories or poems read aloud, library lessons given, or the children may select their own books and read for pleasure. The library hour is the means of creating and directing the reading tastes of the children. The senior librarians take charge of the library hour and must be familiar with the books suited to the grade in which they are doing practice teaching. They try to learn what the children are reading outside of school and how they happen to read these books, whether the children have books of their own, whether they take books from the public library, what books they have reread, and whether there is reading aloud at home.

SPECIAL COURSES—LIBRARY DEPARTMENT

The following courses are special courses for students in this department:

Administration of a Small School Library

Technical library subjects are given with especial emphasis on the adaptation of library technique to a small school library. Cataloging, classification, accessioning, shelf-listing, assigning subject headings, ordering, and advanced reference work are taught according to the library school plan, except that in each course the work is very much simplified and is adapted to meet the needs of a small school library. For example, in the reference course after making a study of the general reference books, attention is given to reference books especially valuable to teachers.

Book Selection

Two courses in book selection are given,—a course of 60 hours in selection of children's books for the Juniors, and one of ~~ten~~ 15 hours on book selection for general use, for the Seniors.

The aim of the former is to familiarize students with the best that has been written for children, to inspire in them a genuine enjoyment of children's books, and to teach them how to present a book in a ten or fifteen minute talk in such a way that those who listen will wish to read the book.

The history of children's books is very briefly taken up. Also a period a week is devoted to story-telling as a preparation for the Story Hour. The possibilities for the Library Hour are fully discussed and the class has a chance to observe the children from the grades during their Library Hour.

There are class discussions of such problems as: The influ-

ence of the "nickel novel," "movies," Sunday supplement, juvenile series, on children's reading; influence of the library hour, story hour and reading aloud at home.

The second course in book selection has a two-fold aim,—to broaden the general reading of the individual student, and to suggest five or six good books as representative of each class of literature,—travel, biography, science, fiction, etc. The list of books to be reviewed is posted ten weeks in advance, in order that the reading need not be hurried or superficial.

HISTORY DEPARTMENT

American History

While this course has primarily our own history as basic material other histories are considered for back-ground and comparative study. An attempt is made to lead the student, through the use of available source material, to understand what historical research means. To this end intensive research on a single topic is required. The library is therefore an indispensable asset.

The civics studied in connection with this course emphasizes the privileges and duties of an ordinary American citizen. Local problems are considered.

Suggestive material along the lines of local history are discussed. Maps, pictures, text books and other materials used in the elementary schools are examined.

History classes for observation are taught in the practice school by the critic of the grade. The methods classes observe such work under the direction of the methods teacher. This keeps the student in touch with work actually done in the elementary schools.

DEPARTMENT OF MATHEMATICS

Number

The aim is to acquaint students with the principles of psychology and pedagogy underlying the teaching of number, to give a broad idea of its purpose and scope, and to consider the most effective methods of presenting the work. A study is made of the origin and growth of the number concept in the child through counting, measuring, estimating, testing; a discussion of the methods of Grube, Speer, Montessori; arrangement of subject matter; correlation; a detailed study of the work of the first three grades and methods of teaching the same; a study of number textbooks.

Arithmetic

The aim is threefold: the practical, the formal, the basal. The practical—The aim is to give the child knowledge of and experience with the number relations of life. The consideration of this aim determines the material of a large part of elementary mathematics.

The formal—The aim is to develop the reasoning faculties or power, to give training in logical thought and expression and to develop in mathematics the habits of accuracy, rapidity, neatness, observation, concentration.

The basal—The aim is to lay a foundation which will serve as a basis for advanced mathematical work and ideas.

Subject matter—Among the topics studied will be the following: a study of the work of grades four to eight inclusive; methods of presenting work to grade classes, form of written work, community problems, standard tests with graphs of results, time allotment, judging of textbooks, material equipment, the teacher's library, purpose and value of mathematics, historical development of arithmetic presented through lectures illustrated with lantern slides.

SCIENCE DEPARTMENT

Nature Study

The regular course in nature study continues nineteen weeks with three class periods and two laboratory periods each week. Field trips are a regular feature of the work.

The aim is to train the student in the methods and habits of observation in order that he may have a sympathetic and intelligent appreciation of the processes of nature.

In plant nature study, recognition of trees, plants and shrubs is emphasized to the end that the common ones are learned. Pollination and seed dispersal with their bearing on the interdependence of plants and animals are emphasized. The economic side of plant nature study to the end that the student may have some idea of the meaning of grafting, budding and plant propagation.

In animal nature study, emphasis is placed on life histories of economic insects with the methods of control. The reactions of animals to the winter condition and the seasonable features in general are given full consideration. A study of conservation and the various means employed to put conservation into practice are taken up in general. Birds and their economic phases are considered with subject of attracting birds by feeding and building bird boxes.

VOCAL MUSIC DEPARTMENT

The department of vocal music offers a thorough course in elementary theory based on the course of study approved by the Regents of the State of New York and in use in the Training School.

Methods

The class in Methods studies the development of problems in tune and rhythm and class management during a music lesson; voice testing and classification; teaching of study and rote song; care of monotones; course of study for each grade; several "Systems" now in use. To teach the children to love and choose the best in music, by making them familiar with the best through songs and use of the victrola.

Chorus Work

Three half hours each week are devoted to the study of songs and choruses, which may be said to be divided into two classes; (a) those suitable for children's choruses; and (b) selections from oratorios, cantatas and masses for the general culture and broadening of the musical experience of the individual student.

Music appreciation is developed by lectures and use of the splendid victrola records, of which this department has many of the very best.

Girls' Glee Club

The Girls' Glee Club of about seventy-five chosen voices is given the advantage of the study of fine compositions. Special care is given to such matters as articulation, attack and shading. The voices are treated individually and in groups and assigned to the various parts. The club affords much pleasure by appearing on various occasions in town and in Normal Hall.

The Orchestra

The Normal Orchestra is an integral part of the school life, affording pleasure and profit to player and listener alike. Reorganization is necessary at the beginning of each year and the entering student of fair ability is cordially invited to become a member.

DRAWING DEPARTMENT

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DRAWING DEPARTMENT

The aim of drawing and construction work as taught in the Normal school is to increase the student's ability to see and express accurately the appearance or construction of an object; to

develop in him some degree of skill in handling different materials; to increase in him an appreciation of beauty in nature and art; and to enable him to teach these subjects intelligently in the grades.

The course in drawing and construction work covers two years, two periods a week, except for the training class division which recites four times a week for the year. The subjects emphasized are as follows:

Junior year—Nature drawing, color harmony, color harmony applied to nature composition, study of trees, landscape composition; study of design; lettering applied to mottoes, bookcovers and posters; working drawings, simple patterns, perspective; Art History (architecture).

Senior year—Nature drawing, color harmony; original design applied to borders, surface patterns, tiles, boxes, trays and bowls; object drawing, paper folding and cutting, and cardboard construction; picture study; Art History (sculpture and painting.)

Special attention is given to make the entire Drawing course practical as well as attractive; to teach the underlying principles of all art; to correlate the work not only with that of other departments, but to make it fitting to the constantly changing conditions of the times.

VOCATIONAL DEPARTMENT

Household Arts

The Aim, in Household Arts, is to train and develop the child so that he may become a clear thinking, useful individual who can meet problems confronting him with clear vision and good judgment.

Primary handwork in the first four grades deals with problems in measuring, cutting, wool weaving, knot work, work with reed, raffia, card board, paper, cord and other materials suitable for the child's manipulation.

Sewing and textile study in the fifth and sixth grades give the children a thorough knowledge of hand sewing and materials most commonly used.

Elementary cooking in the seventh and eighth grades deals very briefly with food requirements and balanced menus, and aims to give the child practical experience in the various processes of cooking of food and in planning, preparing and serving simple meals. All work is carried on with the aim of helping in the work of the Federal Food Administration.

Course for Juniors

The Junior Normal Household Arts course covers eighty hours of work and deals with problems of food and nutrition, including elementary principles of cooking, the study of foods and food requirements, the planning, preparing and serving of balanced meals, with special reference to food conservation as outlined by the United States Food Administration.

Course for Seniors

The Senior Normal course covers eighty hours, and aims to prepare the student to teach primary handwork and elementary sewing under a supervisor in the grades of the public schools, to give the student experience in garment making, and to enable her to meet clothing problems with good judgment and taste.

All work in sewing fits the student to carry on such work as may be done in the public schools.

MANUAL TRAINING

The aim in Manual Training is to give a broad and thorough course in both the theory and practical phases of the subject. The course includes principles of construction, joinery, machinery, paints, stains, polishes and furniture, correlation of the classroom and shopwork, cost of equipment, discussion of tools and supplies, methods of work, organization of material and class management. A strong effort is made to make the student appreciate the educational value of vocational work.

Class demonstrations form an important feature of the manual activity work. All the different woods, tools, and materials used are made subjects of discussion with samples and illustrations for inspection: (a) as to commerical use; (b) as to their characteristics; (c) as to their properties.

Suggestive outline in optional manual training, covering metal work, play work, pottery, free-hand, tile work, stenciling, is offered as follows: (1) wood work covering, wood-carving, a study of period furniture making, ornamental staining. Especial emphasis is placed upon choice of woods and materials for certain class operations which have to do greatly with beauty and design. (2) Metal work covering, hammered brass, copper, German silver, etching, soldering and coloring.

Printing

The aim in printing is the correlation of printing with the other studies of the curriculum. The work includes both the practical and the theoretical. The practical side covers actual practice

with the shop tools which involve type setting, punctuation and paragraphing, distributing, the sizes and styles of types, proof reading, proof correcting, composition, imposition, make ready, stone-work, job-work, press operation, the American point system, book-binding and operation of machines. The theoretical phase covers type founding, the manufacture of inks, the paper industry, study of reproductive processes, the history of printing as an industry and its place in the school curriculum.

The courses in manual training and printing are open to secondary students with credit and to professional students, in general, without credit.

PHYSICAL TRAINING DEPARTMENT

Because of the careful attention given by the director of the physical training department, in cooperation with the dean of women, to the health of the individual student, the frequent inspection of the homes in which the students live, the care and attention given to sanitary conditions and the intelligent, sympathetic professional care all receive at the Nursing Home, this department might be much more appropriately named, the Department of Health and Hygiene.

Besides the regular practice work in the gymnasium which is required of all students much time is given in assisting the student not merely in acquiring a clear, definite knowledge of the laws of health but of incorporating those laws into her daily life. To know good health, to know how to acquire good health and to know how to retain it, is the aim of the course in health and hygiene.

KINDERGARTEN DEPARTMENT

Child Study.—The course is divided into two classes. The first consists of observations of children from infancy to four years of age. These observations with correlated readings and class discussions, aim to give the student a sympathetic understanding of the pre-school child. The subject matter includes the hygiene of early childhood, a study of instinctive tendencies, the development of language, habit formation, and plays, games and toys.

Educational materials—(1) Handwork: This course is designed to meet the modern trend of education in the use of a child's interest in expressing his experiences and ideas through such materials as sand, clay, paper, cardboard, textiles, raffia, reed and wood. The purpose of the course is to acquaint students

through experimentation with these various educational materials and with the principles underlying their selection and methods of use.

Frœbelian occupations and play materials based on modern educational theory form the subject-matter. A study is made of the possibilities of these materials and their application in kindergarten and primary work. Group projects and correlated lesson plans are worked out by the students.

Gifts—In the junior year the students are introduced to the possibilities of play materials of early childhood—balls, blocks, materials for picture-building and design making. Experimentation is made with the original Frœbelian gifts and with certain valuable supplementary materials. This work acts as a background for senior practice teaching.

The short survey of Frœbelian material made in the junior year is, in the senior year augmented by an analytical study of principles of child play. The materials are used in this course more as an adaptation to kindergarten and primary projects and educational processes than from historical basis. A survey is made of Montessori material. Valuable supplementary material is analyzed.

Stories—This course covers: The history and origin of story-telling, its purpose and opportunities; the evolution of the story interests of little children; an analysis of the contributions to a child's education of picture books, rhymes, poems, stories of repetition, fairy tales, humorous and realistic stories and hero tales; the basis for selection, adaptation and method of telling stories.

A weekly story hour in the Neighborhood House for children from seven to twelve years and class work give opportunity for the actual practice of the art.

Songs—This work deals with the place of song and directed conversation in the education of early childhood. It aims to give the student confidence in her ability to sing and to lead conversation along lines of vital interest to children. It dignifies the simple songs and shows the purpose and possibilties of the morning exercise and of festival work. Vocal exercises are given, with practice in singing and in constructing songs for various ages of children.

Lists of songs suitable for seasons, festivals and tone development, also lists of song books are made. Reference reading is done. Demonstrations are given of the use of the victrola and of instrumental music.

Program—Definite basic principles for the construction of a curriculum are formulated from a study of Frœbel's Education of Man, Dewey's Interest and Effort, and The Child and the Curriculum. Modern influences on the education of early childhood are studied and compared with the history of the kindergarten movement. Practice in program-making is given, followed by a flexible working plan for a year in kindergarten, with correlated songs, games, stories and work with materials. This course includes a study of the teacher as a social factor in a community.

Games—This course covers the plays, games, rhythmic interpretations and dances of early childhood. The educational value of play as a means for self-expression and for organizing experiences is studied. The development of games from spontaneous to organized play is demonstrated by class work.

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